

IMPLICATION CBI TOWARDS ADULT LEARNERS' BUSINESS ENGLISH CORRESPONDENCE SKILLS

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ABSTRACT

Analysing the ability of the employees in business English correspondence seems challenging in adult learners teaching because it can encourage the psycholinguistic domain in bilingual learning. The present study attempted to find out whether the writing skill of the employees in Sukavathi villa in business English correspondences skills can be improved through content based instruction (CBI). The subject of the present study was 32 employees. The main characteristic of the study was an action research with descriptive approach. Moreover, series of test and observation techniques were used to collect the data that were analysed descriptively. The result revealed that the CBI impacted the students' abilities in writing English formal and informal letters or E-mails for any business purposes. The mean score of the pre-test was 54.56 that is categorized poor. After the implementation of CBI, the achievement increased from 63.81 to 80.25, being categorized very good. Furthermore, the learning process with CBI showed that 10% of employee involved low participation, 25% moderate participation, and 65% high participation. The study suggest that bililingual learning for adult learners requires affective encouragement, commitment, and stimulation towards the target language mastery

Keywords: writing skill, teaching strategy, CBI, competency

INTRODUCTION

In workplaces, like hotels, restaurants, or villas, the employees should improve their skill in writing to handle the customers correspondence activities. Writing is an interesting thing in the employees' atmosphere and the instructor can manage the employees difficulties as well with an appropriate approach. In fact, writing in villa is still difficult for employees because they have many problems. In practicing writing skill employees have a complication in vocabulary, then they are still afraid to make some mistakes while practice, and also they should develop their ideas thus, when they

construct a correspondence and they are less to relax in find new ideas simplify the sentences. As we know that every villa usually has a purpose that every employee can be a correspondence writer.

Unfortunately, the writing skill of employees in villa Sukavathi requires to be improved. They have limited vocabulary so they cannot develop ideas in a simple correspondence. However, the crucial problems being afraid of making mistakes and still confused in express their ideas. The employees usually think that writing is so difficult therefore they cannot write what they want to write. Therefore, the employees

will enjoy writing if the teaching learning process can stimulate employees knowledge and competences. They can get the ideas if the atmosphere in the class to be enjoyable and the instructor can lead the learning as well thus, the atmosphere of the class influences the employees' interesting learning.

This situation has been caused by some factors such as from the employees and instructor. The dominant factor from the employee's individual is they cannot increase their ideas in writing a correspondence. The employees cannot get the points in developing their topic. They cannot write more according to the topic and they are confused to relate one to each other of the correspondence. The instructor only explained the material and ask employees to make simple sentences concerning with the topics. Usually the instructor used an old way to teach employees and make simple sentences. That will not help employees develop ideas but makes employees difficult to write their ideas in write a correspondence.

In facts, there are many employees in this villa still have low motivation and ability in writing English correspondence because limited knowledge of both English structure or grammar and vocabulary. Thus, these

problems make the employees lazy and they do not like doing the writing tasks assigned to them. Moreover, many of them never provide their spare time to practice writing in their home. It happens not because they do not have ideas for writing however they are still afraid to make mistakes and they fail writing a descriptive correspondence. These problems are also faced by eighth grade employees of Sukavathi villa. It can be seen from the raw of pre-test that was conducted by the researcher before.

To solve the problems above, one of many teaching writing strategy that can be applied to improve the employees correspondence writing skill is called Content Based Learning (CBI). According to Peha (2010:34), CBI works as the development of learning the direct function of language. This strategy is started by making the real situation or cases in workplace and the employees will write the topic that will describe in the show column, then the employees write the description of the list of the topics in Show column with imagine the picture in more detail. By asking few questions related to the topic, vivid detail in show column can be gathered.

Based on the explanations above, this strategy is used as a reserve technique which

helps both instructor and employees in teaching and learning writing descriptive correspondence. This CBI was encouraging employees' ideas so that they can easily write a good descriptive correspondence. This very interesting and challenging strategy can help employees discover their ideas before starting to write.

Employees do not to take time to develop their ideas because the ideas have already provided by CBI. In addition, this strategy can help instructor in teaching writing; the instructor just giving the topic and picture then guides the employees to write a correspondence using this strategy. Considering the importance of the statements and the facts above, the researcher is interested in investigating whether or not the CBI could be used to improve the employees' correspondence writing. Therefore, the researcher conducts the research that focuses on the employees learning in writing correspondences, like E-mail, formal letters, messages and other ways of writing.

Based on the background stated above, the employees still find some difficulties in writing descriptive correspondence such as developing ideas, determining new vocabulary or sentences,

and developing their topic in writing. Therefore, the research problem can be formulated as whether writing skill of the employees in villa Sukavathi can be improved through CBI.

This study is also conducted to stimulate the employees' mind in expressing their ideas in writing and make them to be a critical thinker. The main competency was focused on trying processing and presenting everything in concrete domain (using, explaining, stringing up, modifying, and constructing) and abstract domain (writing, reading, calculating, drawing, composing) in line with the learning material which has been learnt at villa and the other sources that are theoretically the same. Besides, the fourth basic competency is composing simple descriptive text in oral and written form about place, person, and thing based on social function, text structure and language feature correctly and contextually. Base on the competency, the writing skill is limited on writing descriptive correspondence which describes about place, person, and thing which has generic views. The instructor as motivator or simulator uses this strategy as another effective resource in teaching writing classroom. The significance of the study has two advantages such as theoretical

significance and practical significance. Theoretically, the findings of the present study can be used to add new theory and also support the existing theories of knowledge about teaching writing especially descriptive correspondence through Content Based Learning. Furthermore it can be used as a reference for the other researchers which are related to the strategy that is used to improve employee's correspondence writing skill. Moreover, the present study is expected to be supporting evidence and to provide information.

The first research found the similar studies that had been conducted by Gutamiasih (2018) that CBI effectively improved the students writing ability especially in writing descriptive paragraph. The result of study had proven that CBI was effective strategy to improve students writing ability skill especially in writing descriptive paragraph.

The second research was conducted done by Mita 2017 that there was a significant improvement of the subject's ability in writing paragraphs In addition, the subject also gave positive responses toward implementation of the tell-show strategy in teaching and learning process.

Writing Skill

Writing is one of the language skill that should be mastered by the employees besides the others language skill. Writing is a productive skill which requires a product as its result in form of written product such as story, letter, diary report, literature, message, and others. In addition, writing is more than just picking a pen or pencil and putting words into paper. Writing is used in many areas in this life which makes it important to be learned. Moreover, it can make the subject thought and ideas visible develop their ability to convey the ideas to readers clearly and memorize the idea permanently. The present study is support by some theories experts view from different side about writing.

Zemach and Islam (2005: IV) states that writing is an important form of communication in daily life. Writing is one of the most difficult skills to master both in first language and second language. Writing is used to explain and express personal thoughts and feeling for communicating with the other because people need to learn to choose and manage their ideas and become the discipline thinker in order to communicate their ideas clearly. Richards and Schmidt (2002: 97) add that writing as an activity which is intended

to increase person effectiveness as a writer. Employees are train as writers to produce a written work.

According to Harmer (2004: 31), when writing, employees frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consults dictionaries, grammar books, or the references to help them. Writing encourages employees to focus on accurate language use. In addition, writing always has been used a means of reinforcing language that has been taught. Weigle (2002:1), state that ability to write effectively is becoming increasingly important in our global community. As a result, the ability to write the second language is well recognize as an important skill for educational, business, personal reason and even more become important as tenets of communicative language teaching. In addition, Hyland (2003: 39), state that writing is a way of sharing personal meaning and writing courses emphasize the power of the employees to construct their own views on the topic. Instructors see their roles as simply to provide employees with space to make their own meaning within a positive and cooperative environment. Therefore, writing is defined as a complex process that

requires a range of skill and task. Wallace et al. (2004: 15), state that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying central idea, outlining, drafting, and editing.

From the definition about writing above, it can conclude that writing is an important form of communication of sharing personal meanings in daily life. There are many skills that should be developed by the writer. It concludes handwriting, spelling, and punctuation. Besides, in producing a good writing, the writer has to pass some steps to make the writing meaningful and chronological order. In addition, the written product has to be coherent and unified. Moreover this statement is appropriate with the purpose of the present study where some people can use this way to communicate with the others people.

Correspondence Paragraph

In writing, employees are expected to produce a product in such a written form and they can express their feeling and ideas in a written form without interruption from the others. In this case product that mentioned here is paragraph. Paragraph itself is a group

of related sentences about a single topic. One of the paragraphs is descriptive paragraph which usually present something more about characteristics of place, person, and thing. According to Zemach and Rumsiek (2005: 25) descriptive paragraph explains who someone or something looks or feels. It is also supported by Zemach and Islam (2005: 21), who states that when a place is described, the writer can develop the paragraph by adding descriptive details that tell how a place looks, smells, sound, or feels. Thus the description has to be mentioned vividly to make clear visualization about the place and the reader can imagine the object easily. A similar statement also come from Savage and Mayer (2005: 37) who states that sight, smell and taste are used in words to build imagine for the reader in descriptive writing with something that is described can be felt by the reader clearly.

In addition, Oshima and Hougue (2007: 61) states that define the descriptive writing appeals to the senses, so it tell how an object looks, feels, smells, tastes, and sounds. A good description is a word picture; the readers can imagine the object place or person in their mind. A good description usually follows the patterns of organization that called spatial order. Spatial order is the

arrangement of things in space. When someone describes something, they should imagine the object that can make them easy to tell how the object looks like with its characteristic. This appreciates with the student's achievement of this present study which can improve employees writing skill consistently in descriptive paragraph.

Briefly, descriptive paragraph is a paragraph that explains how an object looks, tastes, sound, feels, and smells. It consist of six until twelve sentences in one paragraph and should be identification at the beginning of the text, description as the content that will describe an object in detail and conclusion to conclude what has been described in identification and description. In writing descriptive paragraph, writers must give the writer a picture in words, thus the readers are able to imagine it easily. In addition, a descriptive paragraph should be written in spatial order which means the arrangement of things in space.

Content Based Instruction (CBI)

Several definitions of CBI have been provided by different researchers and authors. This section offers pertinent information on the definition of this concept. CBI proposes an approach in which employees acquire the target language

through content. Richards and Rodgers (2001) say that “Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that employees will acquire, rather than around a linguistic or other type of syllabus” (Richards & Rodgers, 2001, p. 204). Content usually refers to the subject matter that people learn or transmit using language (Richards & Rodgers, 2001). Content-based instruction is “the teaching of language through exposure to content that is interesting and relevant to learners” (Brinton, 2003, p. 201). Snow (2001) goes beyond when defining the concept of content. Snow (2001) said CBI is the use of subject matter for second/foreign language teaching purposes. Subject matter may consist of topics or themes based interest or need in an adult EFL setting, or it may be very specific, such as the subjects that employees are currently studying in their elementary villa classes. (Snow, 2001, p. 303)

The main principles and some distinctive characteristics of CBI are addressed in this part. The principles of CBI are heavily rooted on the principles of communicative language teaching since they involve an active participation of employees

in the exchange of content. According to Richards and Rodgers (2001), CBI is based on two relevant principles: (1) People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. (2) CBI better reflects learners’ needs for learning a second language. One can certainly say that people that are faced with everyday needs in a real life situation might find it easier to acquire and use the target language as a tool with a real purpose, for instance, getting food, studying, getting a job, and others. Brinton (2003) offers some additional principles for CBI that complement the ones offered by Richards and Rodgers (2001). These principles are significant for language instructors intending to use and promote CBI in their lessons and institutions, indeed.

The assessment activity is to measure someone ability to check if the lesson can be understood or not by the employees, to analyze whether the techniques methods, strategies that are use is appropriate to apply for the employees in teaching and learning process. Marzano (2006: 5) state that classroom assessment is a form of feedback will enhance learning. The assessment which is set by the instructors must be appropriate

with all the curriculum elements such as lesson plan and syllabus; it has to assess what the employees have learnt.

Therefore, according to Brown (2004: 6) the function of assessment is divided into two parts which are formative and summative assessment. Most of the classroom assessment is formative assessment which is evaluating employees in process of “forming” their competencies and skills with the goal of the helping them to continue that grow process. Summative assessment is to measure or summarize what has understood, and typically occurs at the end of the course. It means employees understanding were measure by asking them to conclude the material.

RESEARCH METHODS

Subject of Study

The study was conducted to the employees in Sukavathi villas with the total members of 32 employees, consisted 18 males and 14 females. Based on the interview with the manager who manages the human resources in this company that they were considered to have low ability in writing English business correspondences. The two major problems found by employees in writing are generating and organizing theirs

ideas. Moreover without the instructor guiding them, the employees felt confused to start writing and it was difficult situation for them. It was a proof that they were still lack of writing skill. Therefore, immediate improvement in descriptive paragraph writing was really needed through this study using CBI.

Research Design

Based on the problems, objective of the study and the target which was planning to obtain, the study was used of a classroom action research (CAR) design. Classroom action research is used to improve the quality of teaching and learning process. This research refers to learning of the classroom background. According to Cohen et al. (2005: 226) classroom action research maybe used in almost any setting where the problems involving people, task, and procedures are carried out of solution, or where some change of feature result in a more desirable outcome.

Research Procedure

In order to improve reading comprehension of the employees, there were some lessons which were given by the researcher. In this case, the teaching learning processes were done in two cycles where each cycle consisted of one

session. The session consisted of four activities, namely: planning (P), action (A), observation (O), and reflection (R). It is necessary to note that pretest is a term normally used in a classroom action study..

Research Instrument

This research question logically suggests that there are three sets of data or raw scores, which are required for the study. They are pre -test, post- test and questionnaire. Pre-test was developed in order to know the problem in detail and to examine employees' achievement in reading comprehension before the treatment is given. Post test was used to measure the employees " improving after the treatment is given. The post test was used to examine the effectiveness of the action. There were four test needed in this study. One post-test were administered in cycle I and one other test in cycle II. It means that the post-tests were given in every session. The tests were given in two form; they were multiple choices test and short answer task. The multiple choices consisted of ten items and five items for short answer task. The employees answered questions by crossing the choices among (A, B, C, D) and wrote down answer of the essay. Questionnaire was used to find out the student s"

responses toward the used of Jigsaw technique in reading class. The questionnaires consist of 10 items. It was constructed in the form of multiple choices on basis of rating scale 1-4. Employees would get 4 score for A answer, 3 score for B answer, 2 score for C answer and 1 score for D answer. The employees answered the questions by crossing the options. The data of questionnaires were given once in the last cycle II of this study.

Data Collection

There are three kinds of instruments used to gather the data of this classroom action study; they are pre-test, post-tests and questionnaires. Thus, the data required to answer the research question are gathered through administering pretest, post-tests and questionnaires to the subjects under study. The pre-test was administered to the subjects under study to obtain their pre-existing writing English business correspondence. In pre-test the subjects were asked to write the task or cases given to determine their ability in reading comprehension. Post-test or reflection was administered for two times (one time in cycle I and one more times in cycle II).

Data Analysis

The data obtained for the present study is analyzed descriptively so as to find out the extent of the employees' progress or increasing ability in reading comprehension. So that, the mean score obtained by the subject in IR was compared with its corresponding mean score in reflections or post-test for both cycle I and cycle II. The score showing the subjects' changing learning behavior was computed. To make it clear, the comparative corresponding mean between IR and Reflection score were presented in the form of graph. The grand mean of cycle I and cycle II are calculated by totaling the means score in each cycle and then divided by two. The grand mean of cycle I and cycle II was finally compared. The amount of the difference between the two means show the increasing effectiveness of cycle I and cycle II.

FINDINGS AND DISCUSSION

The finding of the pre-test and post-test which showed significant improvement of the subject in writing skill were also in line with the result of the questionnaire. The subjects gave positive response toward the implementation of CBI in teaching and

learning process especially in writing English business. The Employee's learning participation through CBI is presented in Table 1.

Table 1. Employee's learning participation through CBI

Creteria	Frequency	Percentage %
Very high	3	9.5%
High	20	62%
Modorate	6	19%
Low	3	9.5%
Very low	-	0%
Total	32	100%

By using CBI, the employees' could generate and organized their ideas easily. Thus, they could write a descriptive paragraph well and clearly. In other hands, CBI was an effective strategy to improving writing ability of the employees in Sukavathi villa. To give clearer presentation of the data, the employees' increasing scores in writing skill through CBI and employees' positive responses towards CBI are presented in figure 1

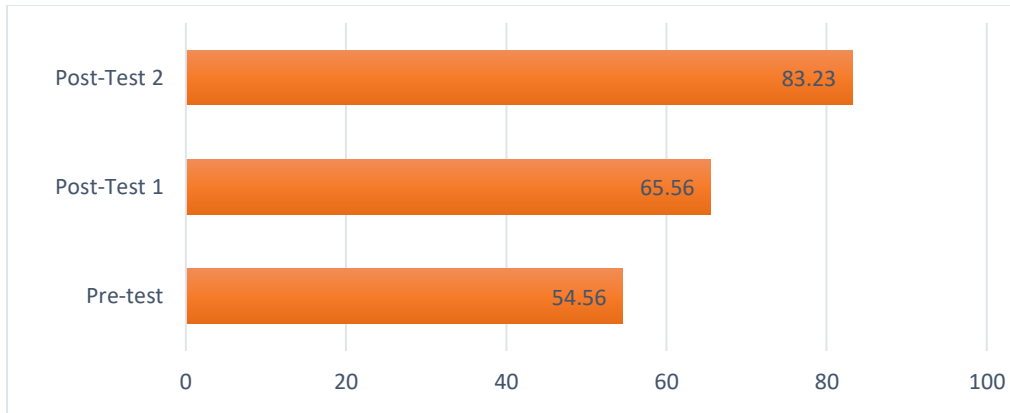


Figure 1. The Graph Depicting of Employees' Increasing Scores in Writing Skill through CBI.

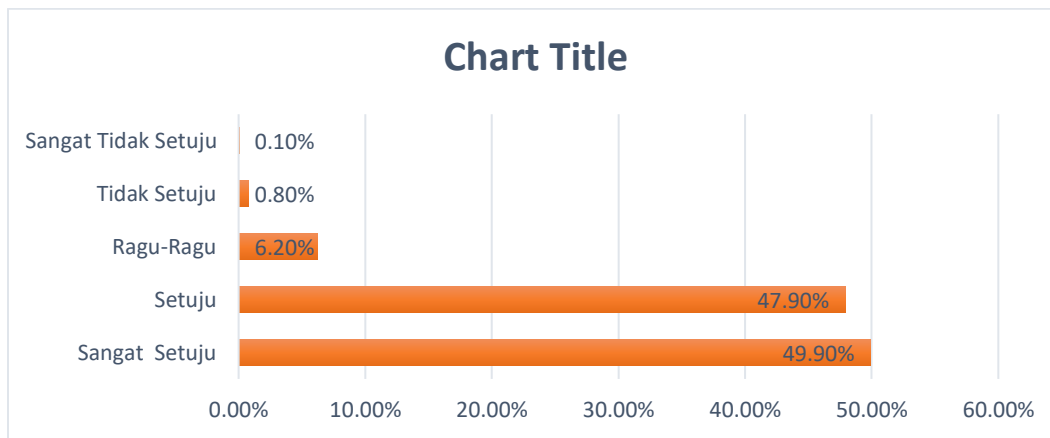


Figure.2. Graph Showing the Employees' Positive Responses towards CBI.

Based on the result of finding above, the present study could be ended since the study had achieved the success indicator. In addition, there were significant improvement on the subjects writing skill that indicated by the improvement of the mean scores from the pre-test, post-test 1, post-test 2. As the additional supporting data, the questionnaire was also administered to the subjects in order to know their responses toward the implementation of CBI to improve writing

ability especially in write a correspondence paragraph.

The result of the data analysis, which was established as the finding of this present study showed the effectiveness of implementation CBI to improve writing skill of the employees in Sukavathi villa. The present study used classroom action researched which consisted of four activities such as; planning, action, observation, and reflection. The present of classroom action

research was divided into two cycles in which each cycle consisted of two sessions. There were two instruments used to collect the data namely tests (Pre-test and Post-test) and questionnaire. The present study was carried out in two cycles. Based on the findings in the pre-cycle, cycle I, and cycle II it was needed to give clear discussion in order to clarify those data for creating clearer understanding in the present study.

In pre-cycle, the researcher interviewed the English instructor of Sukavathi villa about the subjects' ability in writing. The researcher did an observation in order to find out the pre-existing data of the subjects before teaching and learning process. Furthermore, based on the result of the interview with the English instructor of Sukavathi villa. The researcher found that, there were three difficulties that were faced by the eighth grade employees. The first problem was the employees did not understand clearly about descriptive paragraph and they still found difficulties to construct their own ideas, especially how to describe a person, place, or thing. The second problem was the employees were still confused how to start write and compose a descriptive paragraph. The instructor only gave the example of descriptive paragraph without an explanation the generic structure

of making a descriptive paragraph. The third, they often made some mistakes because the lack of vocabularies that can result in unclearly descriptive paragraph.

In cycle I, after CBI was applied. The researcher gave the employees a post-test 1 in 30 minutes. In this post-test step the employees should write descriptive paragraph about person by choosing one of the picture that given by the researcher and the test assessed by using scoring rubric that adapted from Oshima and Houge. The scoring rubric were consists of five criteria such as format, punctuation and mechanic, content, organization, and the last is grammar and sentence structure. The result of the post-test 1 was followed by 32 subjects in cycle I showed the mean score was 63.81, there were 19 subjects could achieve the minimum passing grade. The employees could write the descriptive paragraph about person good enough. Moreover, the employees could write descriptive paragraph which followed the generic structure although the paragraph needs to be improved because there were some employees did not mention identification in the beginning of the paragraph. However, the employees write the paragraph in tidy format. The result of mean score of post-test 1 had not been achieved according to the success indicator. Based on

the observation, the subjects gave more attention in teaching online learning process. Moreover, the employees were challenged because they analysed the picture according to the topic at home by their own selves without discussion with their friends as the normal situation before pandemic covid-19. Therefore, the cycle was not successful yet, thus the researcher should be continued to the cycle II.

In cycle II that was conducted on November 21st 2020, there were two sessions and implemented the same strategy that was CBI used to teaching the subjects. CBI could facilitate the employees to write a descriptive paragraph. For the steps are the employees made Tell-Show column, where in the Tell column the employees only wrote the generic point according to the topic or picture that would be described more detail in the Show column. Moreover, it could be said that CBI could help the employees to developing their ideas and the vocabularies more various. In the online learning process, almost of the employees were active to ask a questions based on the material and gave an attention while the teaching online learning process. Besides the employees could write descriptive paragraph better than the previously cycle which followed the generic structure such as identification, description,

and conclusion. In cycle II the employees gave the topic about thing or favorite animal. Furthermore, the mean score was achieved by 32 subjects showed the increasing mean figure of 80.25. It also showed that 28 subjects who could achieve the minimum passing grade. In addition, it could be stated that success indicator in the present study was achieved. As a result, the researcher was ended in this cycle. In addition, from the discussion above which was discussed about the subjects mean score of the pre-test were 54.56, post-test in the cycle I was 63.81, and the post-test in the cycle II was 80.25. This data was showed the significant improvements from the pre-cycle, cycle I, and cycle II. Therefore, it could be said that the implementation of CBI could improve writing skill of the employees in Sukavathi villa.

The data of the questionnaire showed that was 46.9% of total subjects strongly agree with the implementation of CBI could make the subjects easier to write a good descriptive paragraph. Based on this result, it could be stated that most of the subjects gave positive response about implementing CBI in teaching learning process. Then 45.9% of the subjects agreed with the CBI. It means that there were still a lot of the subjects who supported to use CBI in teaching writing.

Furthermore, there were 6.2% of the subjects neither agree nor disagree and there were 0.8% of the subjects who disagreed with the application of CBI. And the last there were 0.1% of the subjects who strongly disagree with the application of the CBI.

Therefore, based on the result data above the most responses of the questionnaire were the subjects strongly agree and agreed. It gave positive responses to the implementation of the CBI in teaching writing. The positive responses meant that the subjects under the study could accept the implementation of the CBI; it affected the subjects to get improvements of writing descriptive paragraph and increase their own motivation in learning process. Furthermore, using CBI could makes the subjects more comfortable in writing their paragraph and they can generate their ideas easily and structured. In addition, CBI can be used by the teaching in writing to improve the student's ability in the future. These responses showed that the employees under study were enthusiastic during the learning process of writing with the implementation of the CBI.

CONCLUSION

It could be concluded that the employees writing business correspondence

skill could be improved significantly by the application of CBI. The students' achievement of the present study was also supported by the result of questionnaire to the subjects under study. The result of questionnaire showed that the total responses of *Sangat setuju* (Strongly Agree) with *Setuju* (Agree) were 92,8%. The result of questionnaire showed that positive response of the subjects toward the implementation of CBI. Furthermore, it means the subject could accept the implementation of CBI in learning writing especially in writing descriptive paragraph. By implementing CBI with picture description, the students could compose descriptive paragraph and the paragraph followed the generic structure such as identification, description, and conclusion.

In addition, in teaching and learning process the teacher is suggested to explain clearly about the generic structure of the descriptive paragraph and give more example and explanation. Furthermore, the teacher suggested to uses scoring rubric to assess student's result of writing. The rubric that consists of five criteria such as format, punctuation and mechanic, content, organization and the last is grammar and sentences. By using scoring rubric, the teacher could more easily while assess students work and the score will be detail and

clearly. Moreover, the researcher also suggests the teacher to give the students extra time to practice, so they can write a good descriptive paragraph and when the learning process is going on, the teacher can monitor the students to know if there are difficulties that faced by the students while in writing a descriptive paragraph.

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